Unit 03: War of Independence

Content Area: **Social Studies**
Course(s): **US History 1**
Time Period: **Semester 1**
Length: **2-3 Weeks**
Status: **Published**

Standards

	Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.
6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
	Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
	Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
6.1.2	Revolution and the New Nation (1754–1820s)
	Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.
6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
6.1.12.CivicsPI.2.b	Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
	Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.
	Civics, Government, and Human Rights: Participation and Deliberation
	Civic participation and deliberation are essential characteristics of productive citizenship.
6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
	Civics, Government, and Human Rights: Human and Civil Rights
	Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.
	Historical sources and evidence provide an understanding of different points of view about historical events.
	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

Enduring Understandings

1. American national institutions were hindered by a series of challenges that included conflicts in regional identities, limited economic resources, and an untested federal government, that pushed the Continental Army

and the Confederation Congress to adapt to those challenges while conducting a war with Great Britain.

A. In response to domestic and international tensions, the new United States debated and formulated foreign policy initiatives and asserted an international presence.

B. Despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the patriot cause succeeded because of the colonists' greater familiarity with the land, their resilient military and political leadership, their ideological commitment, and their support from European allies.

C. Many new state constitutions and the national Articles of Confederation, reflecting republican fears of both centralized power and excessive popular influence, placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.

2. During and after the American Revolution, an increased awareness of the inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text
- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.
- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

A. Enlightenment ideas and women's experiences in the movement for independence promoted an ideal of "republican motherhood," which called on white women to maintain and teach republican values within the family and granted women a new importance in American political culture.

Essential Questions

1. To what extent should America have a strong, centralized government or a collection of strong, state governments?

2. To what extent was the American Revolution an actual revolution?

3. Was the American Revolution fought to promote the principle of equality espoused in the Declaration of Independence?

4. What factors allowed for Americans to succeed in a prolonged military engagement with the British when the French failed? Why were these factors consequential in this conflict?

Knowledge and Skills

1. What advantages and disadvantages did the United States and Great Britain possess at the onset of the War of Independence?

Defensive War

Guerilla Warfare

War of Attrition

Wartime Inflation

Naval Blockade

2. Why did Americans find military success in New England at the onset of the War of Independence?

George Washington

Thomas Gage

William Howe

Battle of Lexington & Concord

Battle of Bunker Hill

Battle of Ft. Ticonderoga

Ethan Allen & the Green Mt. Boys

Benedict Arnold

Henry Knox

3. How did the principles behind the American Revolution affect the government's ability to conduct war effort?

Whig Ideology

Articles of Confederation

John Dickinson

Continental Army

Confederation Congress

State Militias

4. How did the constraints of the American war effort affect George Washington's beliefs and philosophies?

Battle of Brooklyn Heights

"Crossing of the Delaware"

Battle of Trenton

Thomas Paine's "The Crisis"

Battle of Princeton

5. What was the "Turning Point" of the War of Independence and why?

Battle of Brandywine

Battle of Saratoga

John Burgoyne

Treaty of Alliances (1778)

Valley Forge Encampment

Baron Friedrich von Steuben - Franklin and Washington reaction to sexual orientation of von Steuben

Marquis de la Fayette

Nathaniel Greene

Baron von Steuben

6. How did fighting in the Southern Campaign differ from other parts of the War?

   Siege at Charleston

   Battle of Cowpens

   Battle of Guilford Courthouse

   Battle of Virginia Capes

   Comte de Rochambeau

   Battle of Yorktown

7. What was the impact and significance of the War of Independence for different populations?

   The Culper Ring

   Loyalists

   Indian Alliances

   Lord Dunmore's Proclamation

   Revolutionary Motherhood

8. How did society change politically, economically, and socially as a result of the War of Independence?

   Treaty of Paris (1783)

   Comte de Vergennes

   Newburgh Conspiracy

   Revolutionary Republicanism

   Articles of Confederation

   New State Constitutions

Resources

- Textbooks:
  - The Americans by George Danzer
    - Chapter 4 Sections 2, 3, and 4

- American Yawp - Stanford University

  Who Built America

  Openstax - Rice University

- By the People: A History of the United States by James W. Fraser
  - Chapter 5 Section 3

- Primary Source Documents
  - Remember the Ladies Letters between John and Abigail Adams
  - Common Sense by Thomas Paine 1776
  - George Washington Valley Forge Letter December 23, 1777
  - Diary of Albigence Waldo, Valley Forge, 1777
  - Joseph Plum Martin account of Valley Forge, 1830
- Video Clips
  - John Adams Episode 2
  - The Crossing

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Modifications for Text Lexiles/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

PBS from Indentured Servants to Racial Slavery

slavevoyages.org

Give Me Liberty, Foner

American History, Brinkley

Amsco Review Book

Upfront Magazine

SHEG

Lies My Teacher Told Me

Facing History

Bill of Rights Institute

American Colonies, Alan Taylor

Myth America (secondary source)

History Channel Video clips/articles

For the Record (primary source)

Montclair State slave law database

I Think History resources

American Revolution Reader, Bronsman

The Portrait of America, secondary source

Founding Brothers

Voices of Freedom Vols 1-2

Retracing the Past Vols 1-2

Generations

American Indian Museum

Smithsonian

National Archives

Internet and AI (Gemini, Copilot Magicschoolai, etc.)

Diffit

Pear Deck

Albert i.o.

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Transfer Goals

Students will be able to independently recognize how a society can develop its own set of ideals based on the sacrifices made to overcome difficult obstacles.

Students will be able to apply the early works and documents regarding rebellion and peace to gain an understanding of the influence of political participation by citizens in a society.

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit?tab=t.0

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit